

Form A-1: Specific Description of an Alternative Education Program

This form must be submitted to the Regional Office of Education no later than **May 1** for approval in the first year of implementation. Significant changes require a resubmission of this form.

Do you understand fully the impact an Alternative Education Program will have on students as described on page 8?

Yes

No

1. Application information

#119	Saskatchewan Rivers SD	V
School Division Number 545 11th Street East	School Division Prince Albert	Region S6V 1B1
Street Address/P.O. Box	City/Town	Postal Code
Alternative Education Program (check one)	<input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Grade 11
		<input checked="" type="checkbox"/> Grade 12
50	August 2011	June 2016
Number of Students	Date of Commencement	Expiry Date

2. List Alternative Education course titles (18, 28, 38)

English Language Arts 18A	English Language Arts 28	English Language Arts 38A
English Language Arts 18B		English Language Arts 38B

3. Name the schools in which the Alternative Education Program is offered and identify them by their seven digit school code. (Attach a list if more space is required.)

<u>6310143</u>	<u>Big River</u>	<u>5510123</u>	<u>Birch Hills</u>
School Number	School Name	School Number	School Name
<u>6310223</u>	<u>Canwood</u>	<u>5670104</u>	<u>Carlton Comprehensive</u>
School Number	School Name	School Number	School Name
<u>6310313</u>	<u>Debden</u>	<u>5510343</u>	<u>Kinistino</u>
School Number	School Name	School Number	School Name
<u>5610823</u>	<u>Meath Park</u>	<u>5651303</u>	<u>Prince Albert Collegiate</u>
School Number	School Name	School Number	School Name
<u>4810813</u>	<u>St. Louis</u>	<u>6310733</u>	<u>W.P. Sandin Composite</u>
School Number	School Name	School Number	School Name
<u>5611513</u>	<u>Wesmor Community</u>		
School Number	School Name	School Number	School Name

4. Description of students

Include:

- **The special characteristics of the students that necessitate an Alternative Education Program**
The target group consists of students of high school age who experience serious difficulties for a variety of reasons. These students began their school careers in regular programs but because of their learning difficulties, have been removed from regular and modified programs and placed in alternate programs for one or more subject areas. Contributing factors to these students' learning difficulties may include the following: lower cognitive abilities, fetal alcohol spectrum disorders, substance abuse, isolation, poor school attendance patterns, involvement with the justice system, abuse, neglect and/or lack of positive role models.
- **The student referral process for enrolment in this program**
Referrals for the alternate education program are received from elementary schools, high schools and other community agencies by the Student Support Services consultant. Collaboration with parents, former teachers, counselors, social workers and any other personnel from other agencies involved with the student occurs prior to a student enrolling in the program.
- **The criteria for student enrolment in an Alternative Education Program**
Criteria for enrollment includes assessment and evaluation of the student's academic and cognitive functioning, as well a review of the student's educational history and the agreement and input of both the student and the parent(s)/guardian(s).
- **School Division Policy and Guidelines that pertain to Alternative Education Programs.**

SPECIAL CLASS PLACEMENT FORM Alternative Education

Student's name: _____
School: _____

Birthdate: _____

Alternative Education classes are offered at Riverside Community School (middle years), Wesmor Community High School (Middle years and grades 9-12) and Carlton Comprehensive High School (grades 9-12).

Alternative Education programs are designed for students who have experienced significant and ongoing difficulties with regular education programs and would benefit from a substantially changed education program. Behavior challenges are not the primary reason for placing a student in Alternative Education. Families and students are invited to develop a Personal Program Plan with the teacher to meet the student's unique learning needs.

The goals of Alternative Education are to prepare students to find employment after graduation and to function as independent adults.

Benefits of Alternative Education

1. Core classes are tailored to meet the unique learning needs of the student.
2. Students are offered volunteer experiences.
3. Career and Work Exploration classes allow students to experience a variety of employment opportunities and gain valuable experiences for their resume
4. Curriculum focuses on real-life situations and challenges that they may encounter.

I understand that the Alternative Education program does not meet the current admission requirements for most post-secondary educational institutions.

I understand that one Alternative Education class at the grade 10, 11 or 12 level automatically registers my child in the Alternative Education program.

I understand that if my child discontinues the Alternative Education program, he or she will be required to complete all required Regular Education courses in order to graduate with a Regular Education Grade 12.

I understand that this placement will be reviewed as needed in order to meet my child's educational needs.

Signature of parent or guardian

Date

Signature of student

Date

Signature of Student Support Services Consultant

Date

5. Designing the Alternative Education Program

- a) Are there to be courses included that are adopted from another school division? **No.**

If yes, please attach a complete copy of that school division's approved *Form A-1* and *Form A-2*.

If no, are these courses modelled after the submission of other school division(s)?

Please indicate name(s) of school division(s).

These courses are modeled after the Saskatchewan Curriculum for English Language Arts, grades 2 to 9.

- b) Rationale - Please describe the intent or purpose of the program including a general definition of changes to be brought about in the students as a result of this program.

The goal of the Program is to help students plan their future with confidence, responsibility and independence. The program emphasizes a commitment to literacy and life-long learning, democratic values; individual self-worth; responsible social participation; respect for individual and cultural differences; the development of a healthy lifestyle (physically, mentally, spiritually, aesthetically and recreationally); preparation for entry into the workforce; and provision of the skills, knowledge and values necessary to make a meaningful contribution to our ever changing world.

6. Course descriptions

For each course being approved, please attach a detailed description of the following:

- Course title
- Foundational objectives
- Learning objectives/outcomes for each foundational objective
- Scope and sequence of knowledge and skills
- Provide a list of all **key resources**, both print and non-print, including author, copyright date, title, place of publication, publisher, and format description (e.g., book, video, workbook). The list of key resources might also include program support personnel, mentors, organizations, and electronic resources such as databases and World Wide Web sites.

Note: Saskatchewan Learning's approval of this course does not imply formal evaluation and recommendation of the materials listed.

- Explanation of how the Common Essential Learnings have been incorporated (refer to *Understanding the Common Essential Learnings: A Handbook for Teachers*, Saskatchewan Education, 1988 and to *Objectives for the Common Essential Learnings*, which are available online at www.sasklearning.gov.sk.ca/docs/policy/cels/celobj.html)
- Examples of instructional approaches (refer to *Instructional Approaches: A Framework for Professional Practice*, Saskatchewan Education, 1991).
- Examples of assessment and evaluation techniques (refer to *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, 1992).
- Description of course evaluation and renewal process.

(See Appendix E: Program Development Checklist.)

Authorization: _____

Director of Education/Superintendent/Designate

Date

English Language Arts 18/28/28

The preamble for the English Language Arts curriculums are taken from the preamble of the English Language Arts 10 Curriculum (2011 Saskatchewan Curriculum), as this is the same basis for the ELA curriculum for student in Alternative Education Programs.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. K-12 English language arts contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following:

Lifelong Learners

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.

Related to the following Goals of Education:

- *Basic Skills*
- *Lifelong Learning*
- *Positive Lifestyle*

Sense of Self, Community, and Place

To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world. The students use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

Related to the following Goals of Education:

- *Understanding and Relating to Others*
- *Self-Concept Development*
- *Spiritual Development*

Engaged Citizens

In the English language arts, students learn how language enables them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

Related to the following Goals of Education:

- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. The philosophy of learning in English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

K-12 Goals for Developing Thinking:

- *thinking and learning contextually*
- *thinking and learning creatively*
- *thinking and learning critically*

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, social responsibility, diversity, sustainability, and personal agency.

K-12 Goals for Developing Identity and Interdependence:

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and caring for others*
- *understanding and valuing social, economic, and environmental interdependence and sustainability*

Developing Literacies

Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and understandings that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and understandings related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

K-12 Goals for Developing Literacies:

- *constructing knowledge related to various literacies*
- *exploring and interpreting the world through various literacies*
- *expressing understanding and communicating meaning using various literacies*

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action to contribute to learners' physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

K-12 Goals for Developing Social Responsibility:

- *using moral reasoning*
- *engaging in communitarian thinking and dialogue*
- *taking action*

K-12 Aim and Goals of English Language Arts

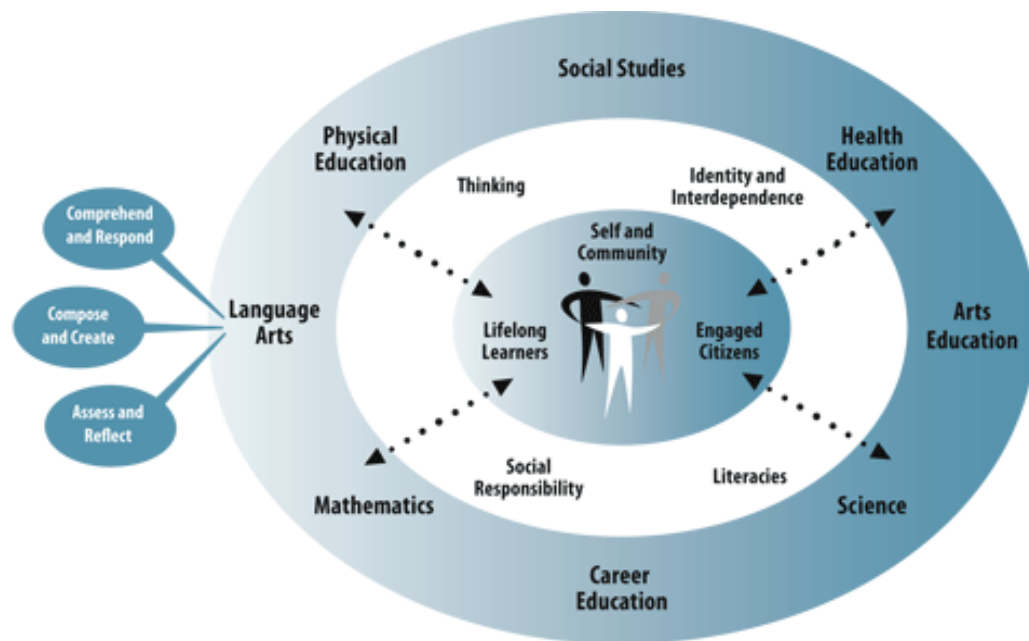
The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

The K-12 goals are broad statements identifying what students are expected to know, understand, and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Assess and Reflect (AR). Students will extend their abilities to assess their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.



Questions Derived from the Aim and Goals

The questions in this section focus on the long-term abilities associated with the overall aim and K-12 goals for the English language arts program. They recur in and give an overall focus to all instruction, assessment, and evaluation in English language arts.

Comprehend and Respond (CR):

- What is this text saying? Explicitly? Implicitly?
- How was the text created?
- What forms and conventions are used?
- In what context and for what purpose was the text created?
- What is my interpretation of the text?
- What evidence do I have to support this interpretation?
- What does this text have to say about identity, social responsibility, and personal agency (making a difference)?
- Whose voices are represented and whose are not?
- Why are viewing, listening, and reading important?

Compose and Create (CC):

- What do I know, and how can I express that?
- How can I best express these ideas for this audience and purpose?
- What forms can I use? What are the conventions of those forms?
- How can I communicate most clearly and effectively?
- Do my messages demonstrate a deep understanding of the subject matter?
- Are my compositions and presentations well-crafted, fully developed, coherent, and appropriate to my purpose and audience?
- To what extent is the voice, pen, or screen “mightier than the sword”?

Assess and Reflect (AR):

- Why are effective language usage and effective communication important?
- What are the characteristics of effective viewers, listeners, readers, representers, speakers, and writers? What do they do, feel, look like, or sound like?
- What are my teacher’s and my personal expectations for viewing, listening, reading, speaking, writing, and other forms of representing?
- What are my personal goals for becoming a more effective viewer, listener, reader, representer, speaker, and writer? How will I achieve them?

Why Study English Language Arts?

English language arts is the study of the English language, its texts, and communication skills and strategies.

Language literacy is the foundation to a lifelong learning process that empowers individuals to draw on the gifts of mind, body, heart, and spirit toward the fulfillment of personal, family, and community responsibilities. Language literacy involves a continuum of interrelated skills, practices, and learnings that contribute to the development of an individual’s ability to understand, communicate, and participate in a variety of roles (e.g., parent, citizen, and worker) and settings (e.g., in the home, at work, in education, and in the community). These include listening and speaking, reading and writing,

As a defining characteristic of human beings, language is the base for learning, thinking, and communicating. To successfully participate in the workplace, in world affairs, and in life, individuals must be effective in visual, oral, and written communication and be able to think deeply and critically and use language for a variety of purposes. English language arts provides the opportunity for students to become effective communicators, learners, and thinkers through developing their skills as viewers, listeners, readers, representers, speakers, and writers.

By comprehending through viewing, listening, and reading and by responding to a range of texts, both literary and informational, students learn about ideas, information, and what it is like to be a human being.

Through composing, creating, and using oral, written, and other forms of representation, students learn to communicate more clearly and powerfully. They develop the language skills that allow them to shape their thoughts and to communicate the worth of these thoughts.

An Effective English Language Arts Program

An English language arts program is effective when it is purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and English language arts as it might be, rather than the way they might have known it to be in the past. How can schooling and English language arts be more purposeful, dynamic, fulfilling, and authentic? How can it help students become competent, confident users of the English language and, at the same time, become knowledgeable about themselves, their community, and the world as a whole in a deep and meaningful way? How can it help students find fulfillment, be

socially responsible, and act in ways that will make their community and world better places? How can it help students become effective self-directed, self-regulated, strategic, and collaborative learners to meet the demands of personal, social, work, and global life in the 21st century?

“When a learner makes connections and learning takes place, it is because of focused teaching” (Fullan, Hill, & Crévola, 2006, p. 34).

Focused teaching requires:

- a detailed map of what is expected that students will know, understand, and be able to do, clearly stated in outcomes and associated indicators
- a detailed knowledge of how best to teach to these learning outcomes in the classroom, including explicit teaching strategies and methods and classroom routines
- a set of powerful and aligned assessment and evaluation tools tied to the outcomes

(Fullan, Hill, & Crévola, 2006, pp. 36-37).

This curriculum is designed to be the starting point for the detailed map, knowledge, and assessment and evaluation tools that teachers must know and understand in order to help students learn effectively through the English language arts. It is the starting point that will allow English language arts teachers “to develop and deepen students’ understanding of important ideas and processes in the disciplines equipping them to transfer their learning in meaningful and effective ways, and cultivating lifelong habits of mind” (Wiggins & McTighe, 2007, p. 13).

WHAT ELA IS	WHAT ELA IS NOT
Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes	Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task)
Recognizing the central role of language in communicating, thinking, and learning	Letting “literature” drive the program
Setting meaningful and relevant contexts for teaching and learning including connections to students’ experiences, knowledge, and personal and cultural identity	Giving isolated language activities and using unrelated texts
Helping students know what and why they are learning and doing something (i.e., outcomes, indicators, and exemplars)	Having only teacher awareness of the outcomes and not sharing them with students
Teaching and learning for “deep understanding” (using compelling questions, creating a climate of inquiry)	Asking and answering solely teacher-directed questions
Making meaning of ideas or information received (when viewing, listening, and reading)	Answering knowledge/comprehension questions, individually, after reading print texts
Creating meaning for themselves and others (when speaking, writing, and using other forms of representing)	Using limited forms of communication, usually writing
Using culturally responsive critical, creative, and metacognitive processes to make sense of ideas, information, and experiences	Accessing and accepting isolated information at face value
Creating, critiquing, and applying knowledge, understanding, and wisdom, not just “having” them	Collecting information that has no practical application in real life
Participating in, contributing to, and making connections with the world beyond the classroom	Not considering the implications of issues within the broader community
Promoting critical reflection and questioning that challenge assumptions, stereotypes, and biases	Perpetuating a Eurocentric worldview as superior
Using a variety of strategies (e.g., before, during, and after) depending upon the task	Following only teacher-directed skills and strategies, and spending time on isolated skill and drill activities
Understanding how language works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and using purposefully “grammatical” conventions for purpose and effect	Learning “grammar” for “grammar’s” sake
Engaging in inquiry learning	Doing a project or, if time permits, a series of activities to bring closure
Recognizing and respecting a range of worldviews	Not thinking critically about whose worldview is presented
Using assessment and evaluation to guide and improve learning and provide opportunities to reflect, monitor, self-assess, and set targets for learning	Not reflecting on or analyzing own progress
Demonstrating learning in many ways	Avoiding accountability for own learning
Reflecting on own learning and literacy	Assuming that the responsibility for learning and literacy lies with the teacher
Developing the disposition to lifelong learning	Setting short-term goals for learning (e.g., “Is it on the test?”)
Using contemporary technologies to learn and to document understanding	Using limited or inappropriate technology for technology’s sake

Through a “deep” understanding of this curriculum (Fullan, Hill, & Crévola, 2006) and knowing when to use effective instructional, assessment, and classroom management strategies based on sound research (Marzano, 2007), English language arts teachers can help all students become competent and confident language users.

An Effective English Language Arts Program:

- provides meaningful contexts that address “big ideas” and questions for deeper understanding
- focuses on grade-specific outcomes to achieve the K-12 aim and goals of the program
- focuses on language and helps students understand how it works
- teaches students through powerful cognitive and communication strategies
- includes a range of texts (oral, print, and other forms)
- encourages student inquiry, social responsibility and personal agency, and self-reflection

Focuses on Language

The study of the English language arts (viewing, listening, reading, representing, speaking, and writing) and of the elements and conventions associated with each language cueing system (i.e., pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other) enables students to understand and appreciate language and to use it in a variety of situations for communication, for learning, and for personal satisfaction.

An effective English language arts program that develops students’ facility with language provides students with opportunities to:

- learn to use language in a variety of meaningful ways, considering and determining their audience, purpose, and situation
- learn about language as a necessary tool for thinking and communicating effectively, considering the cues and conventions of language
- learn through language by applying their knowledge of language in their viewing, listening, reading, representing, speaking, and writing experiences.

Language study is an integral part of an English language arts program. Students in each grade are expected to understand the concepts related to the language cues and conventions. As students view, listen, read, represent, speak, and write, they are expected to apply the concepts as students construct and communicate meaning in their English language arts program and in their daily communication. **A student in an Alternative Education Program will continue to develop these skills and concepts at their own level.**

Teaches Critical and Powerful Learning Strategies

An effective ELA program teaches students how to use critical and powerful learning strategies. In order to achieve the English language arts outcomes, students need to learn and use a range of language skills and strategies. Effective language arts teachers employ a range of instructional approaches to help students move from teacher-supported and guided lessons to independent learning that requires varied instructional methods and strategies to help students learn these language skills and strategies. Teachers model and discuss key procedural and metacognitive strategies for language learning and thinking. Students need to learn how to select and to use strategies before, during, and after listening, speaking, reading, writing, viewing, and representing.

If students are to be successful in English language arts, they need to learn and use thinking and learning skills and strategies on their own. In order to help students gain control over a repertoire of key skills and strategies, the skills and strategies need to be explicitly taught and practised using a model such as the following:

Introduce and explain the purpose of the skill or strategy.

Demonstrate and model its use.

Provide guided practice for students to apply the skill or strategy with feedback.

Allow students to apply the skill or strategy independently and in teams.

Reflect regularly on the appropriate uses of the skills or strategies and their effectiveness.

Assess the students' ability to transfer the repertoire of skills or strategies with less and less teacher prompting over time (Wiggins & McTighe, 2007, pp. 97-98).

(from ELA 7, Saskatchewan Curriculum)

Important Cognitive Strategies for Comprehending and Responding (CR) Goal

Learning Phase: Strategies Learners can use (Before) as They Prepare to Comprehend and Respond to a Visual, Multimedia, Oral, or Print Text	
Strategy	Prompts
Tap, Activate, and Build Prior Knowledge	I already know that ... This reminds me of ... This relates to ...
Ask Questions	I want to know ... I wonder if ... I want to answer these questions ...
Preview Text	Title Illustrations/Diagrams Textual Cues and Features Summaries Table of Contents Headings and Subheadings Graphic Organizers
Anticipate Message and Author's/Presenter's Intent	I think that I will learn ... I think that the author/presenter will say ... The title of this text makes me think of ... This text will likely present... The information about the speaker/writer/presenter suggests ...
Predict what Text will be About	Because of the title, I think ... Because of the picture(s), I think ... Because of the text and features, I think ... I wonder if ...
Set Purpose	I am listening, reading, viewing this to ... I want to know if ... I think that I will learn ... I want to answer these questions ...

(from ELA 7, Saskatchewan Curriculum)

Learning Phase: Strategies Learners can use (During) as They Comprehend and Respond to a Visual, Multimedia, Oral, or Print Text

Connect and Construct Meaning	This reminds me of ... I experienced this once when ... I can relate to this because ...
Note Key Ideas and What Supports Them	The important ideas in what I hear, read, or view are ... Here's why (supporting ideas) ... I think the author/presenter is really trying to make us think ...
Construct Mental Images	I can picture ... In my mind I see, hear, smell, taste, feel ... If this were a movie ...
Make, Confirm, and Adjust Predictions	I think ... I suppose ... If ... then ...
Make, Confirm, Adjust Inferences, and Draw Conclusions	Based on the clues in this text, I think the author/character felt/thought ... I see why ... My thinking changed when I heard, saw, read ...
Ask Questions and Self-monitor Comprehension	Does this make sense? I need to listen again, re-read, or re-view this part because ... I know that I am on the right track because ...
Use Cueing Systems to Construct Meaning:	
Pragmatic Cues (audience, purpose, situation)	The purpose of this text is to ... This text represents ...point of view The author's/presenter's view of the world is ...
Textual Cues (genre and form)	The author/presenter chose to use ...genre/form The author/presenter organized the ideas in a list, sequence, compare/contrast, cause/effect, problem/solution, concept/definition, goal/action/outcome format ... The author/presenter probably chose this genre/form because ...
Syntactical (sentence) Cues	The key idea of this sentence is ... The author/presenter used this word order to convey this particular meaning or emphasis of ... This pronoun refers to ...
Semantic/Lexical (word) Cues	An important or key word in this passage is ... Because of its context clues, ...robably means ... Because of its prefix, suffix, root, ...robably means ...
Graphophonic (sound-symbol) Cues	...is pronouncedis spelled ...
Other Cues	The author/presenter used these features (e.g., graphs, charts) to help us understand this text ...
Adjust Rate and/or Strategy	I need to skim this part to learn ... I need to scan this part to find ... I need to read this part carefully to learn ...

The "during" phase of listening, reading, and viewing cannot be treated as simply "assign and evaluate". Students should not be told simply to listen, read, or view and asked questions in the after phases to determine if they have comprehended a text. Most students need the strategies in the "during" phase to be explicitly modelled and taught.

(from ELA 7, Saskatchewan Curriculum)

Learning Phase: Strategies Learners can use (After) After They Comprehend and Respond to a Visual, Multimedia, Oral, or Print Text	
Recall, Paraphrase, Summarize, and Synthesize	<p>So the point is ...</p> <p>This text was about ...</p> <p>The main idea is ...</p> <p>I learned ...</p> <p>A conclusion that I am drawing is...</p> <p>The overall message was ...</p> <p>I need to listen again, re-read, re-view the part where ...</p>
Reflect and Interpret (Identify new knowledge or insight)	<p>A question that I have is ...</p> <p>This is important and relevant because ...</p> <p>I wonder if ...</p> <p>What I learned was ...</p> <p>I want to know more about ...</p>
Evaluate	<p>I like/do not like ...because ...</p> <p>This could be more effective if ...</p> <p>I would add or delete ...</p> <p>The most important message is ...</p> <p>The teaching in this is ...</p> <p>This is accurate/realistic/artistic because ...</p> <p>This was successful because ...</p>
Analyze Craft and Technique	<p>A "golden" line for me is ...</p> <p>This word/phrase/sentence/part stands out for me because ...</p> <p>I like how the presenter/author uses ...to show ...</p> <p>The thing that I could relate to the most was ...</p>
Respond Personally (giving support from text)	<p>My first reaction was ...</p> <p>I thought ...</p> <p>I felt ...</p> <p>I enjoyed ...</p> <p>This reminds me of ...</p> <p>A similar story to this is ...</p>
Listen, Read, View Again and Speak, Write, and Represent to Deepen Understanding and Pleasure	<p>I could deepen my understanding and pleasure by listening again, re-reading, reviewing ...</p> <p>I could share my thoughts and insights with others by:</p> <ul style="list-style-type: none"> Speaking (e.g., discussing, giving a dramatic reading, role playing) Writing (e.g., a script, a narrative, a poem) Representing (e.g., creating a tableau, a graphic organizer, a storyboard).

(from ELA 7, Saskatchewan Curriculum)

Additional Strategies for Comprehending and Responding

Viewing:

Think Alouds (Davey, 1983)
View, Pause, Predict, and Think Aloud
Collaborative Viewing Guide (Wood, 1994)
Directed Viewing-Thinking Activity (DVTA)
Picture Walk (Richards & Anderson, 2003)
Viewing Guides

Listening:

TQLR (Tune In, Questions, Listen, and Review) (SRA, 2000)
ACTION (Attention, Concentrate, Think, Interpret, Organize, and Note) (Sebranek & Kemper, 1995)
Listen-Think-Pair-Share (McTighe & Lyman, 1992)
Listen-Draw-Pair-Share (McConnell, 1992)
DLTA (Directed Listening-Thinking Activity) (Stauffer, 1975)
LAPS (Listen, Ask, Picture, and Summarize) Strategy (Matchullis & Mueller, 1996)
Listening Guides

Reading:

Anticipation/Reaction Guide (Herber, 1978; Readance, Bean, & Baldwin, 1989)
KWL, K-W-L Plus (Carr & Ogle, 1987)
Preview/Connect/Predict (Robb, 2006)
List/Group/Categorize (Robb, 2006)
SMART (Self-monitoring Approach to Reading and Thinking) (Vaughan & Estes, 1986)
Read SMART (Buehl, 2001)
B-D-A (Before, During, and After) Strategy (Laverick, 2002)
Directed Reading-Thinking Activity (DRTA) (Stauffer, 1975)
Reciprocal Reading (Palincsar & Brown, 1986)
ReQuest (Manzo, 1969; Vacca & Vacca, 1999)
Easy as 1, 2, 3 (Moore in Olson, 2003)
Qta (Question the Author) (Beck, McKeown, Hamilton, & Kucan, 1997)
QARs (Question Answer Relationship) (Raphael, 1986)
GIST (Generating Interactions between Schemata and Texts) (Cunningham, 1982)
Mapping It Out (Hoyt, 2000)
Double Journal Entries
Justifying My Opinions (Hoyt, 2000)
Open-mind Portraits (Tompkins, 2004)
Coding the Text (Harvey & Goudvis, 2000)
Think Alouds (Davey, 1983)
REAP (Read, Encode, Annotate, and Ponder) (Eanet & Manzo, 1976)
Reading Guides
SQ3R (Survey, Question, Read, Recite, and Review) (Robinson, 1961)
SEARCH (Scan, Examine, Act, Review, Connect, and Hunt)
Discussion Circles
Grand Conversations (Eeds & Wells, 1989)
Literature Circles (Daniels, 1994)
Reader's Workshop

(from ELA 7, Saskatchewan Curriculum)

Learning Phase: Strategies Learners can use (Before) as They Prepare to Compose and Create a Visual, Multimedia, Oral, or Print Text	
Strategy	Prompts
Consider Prompts (e.g., RAFTS variables) or Find a Topic and Activate Prior Knowledge	<p>About what am I speaking, writing, or representing? What do I know about this topic? What message do I want to communicate? What questions need to be answered? What is my role or point of view? What do proficient speakers, writers, or representers do to create quality texts?</p>
Consider Purpose and Audience	<p>For whom am I speaking, writing, or representing? What do I know about my audience (e.g., age, interests, needs, gender, background)? Why am I speaking, writing, or representing? What is my purpose (e.g., convince, persuade, defend)? What am I trying to do in this communication? Should I use a formal or informal stance?</p>
Consider and Generate Specific Ideas and Information that Might be Included	<p>What do I know and need to know about the topic? What types of information (e.g., data, anecdotes, visuals) will appeal to my selective audience and serve my purpose? What are the specific ideas that I need to include? What points need to be made? Where will I find missing or additional information?</p>
Consider and Choose/Adapt a Possible Form	<p>What form will appeal to my selected audience and best serve my purpose? What form will engage my audience? What shape will that form take? How could the ideas and information be organized?</p>
Collect and Focus Ideas and Information	<p>What do I need to find out? Where can I find reference materials? With whom do I talk? Is my topic sufficiently focused? What is the key message? Where is the best information found for this message?</p>
Plan and Organize Ideas for Drafting (mapping and authoring)	<p>What plan do I have? How will I begin? How will I make this interesting? How will I end? How will I arrange my ideas to make sense?</p>
Consider Qualities of Effective Communication and the Language to Use	<p>What are the key ideas for this message? What is the best way to organize this message? What is the best and most appropriate language to use? What register and tone is appropriate? What is the best way to present this message?</p>

(from ELA 7, Saskatchewan Curriculum)

Learning Phase: Strategies Learners can use (During) as They Compose and Create a Visual, Multimedia, Oral, or Print Text	
Create Draft(s) and Experiment with Possible Product(s)	<p>What ways can I start?</p> <p>What do I need to add, expand, modify, change, condense, delete, or rearrange in my next draft?</p> <p>Is this the best approach for the chosen topic?</p>
Use Language and its Conventions to Construct Message:	
Pragmatic Cues (audience, purpose, situation)	<p>For whom am I communicating this and for what purpose?</p> <p>What register and tone is appropriate?</p>
Textual Cues (genre and form)	<p>What form should this take?</p> <p>How should I arrange my ideas and sequence and connect them?</p> <p>Are all new paragraphs clearly identified?</p>
Syntactical (sentence) Cues	Are my sentences clear? Complete? Interesting? Varied? Correct?
Semantic/Lexical (word) Cues	Did I choose the right words? Did I use the words correctly?
Graphophonic (sound-symbol) Cues	<p>Did I spell each word correctly?</p> <p>Did I use punctuation to clarify meaning?</p>
Other Cues	<p>How can I make this more interesting? More effective? More vivid?</p> <p>Are my accompanying visuals or multimedia choices appropriate?</p> <p>Did I use legible handwriting or appropriate fonts, formatting, or props?</p>
Confer with Others	<p>How do my peers and others respond to my drafts?</p> <p>What suggestions for improvement do others have?</p> <p>What do I need to add or change to create a quality text?</p> <p>Do others have suggested ideas and sources of information that I can include?</p>
Reflect, Clarify, Self-monitor, Self-correct, and Use a Variety of "Fix-up" Strategies	<p>Does this mean what I want it to mean?</p> <p>How clear is the meaning?</p> <p>What are my strengths and what areas need improvement in this piece?</p> <p>What should I now add, change, delete, or rearrange?</p>
Experiment with Communication Features and Techniques	<p>How well do the communication variables (e.g., content, organization, purpose, audience, context) work together?</p> <p>How can I use different features to communicate my ideas more clearly and more effectively?</p>

(from ELA 7, Saskatchewan Curriculum)

Learning Phase: Strategies Learners can use (After) After They Compose and Create a Visual, Multimedia, Oral, or Print Text	
Revise for Content and Meaning (adding, deleting, substituting, and rethinking)	<p>Have I included everything I want to say? Do I need to add any other information? Are there enough details? Do I need to take anything out? Is the writing interesting?</p> <p>Does the writing achieve the purpose? Are there unrelated ideas that distract the listener, reader, or viewer?</p>
Revise for Organization (reordering)	<p>Do I have an introduction?</p> <p>Is my main idea clearly developed and supported?</p> <p>Is my order clear?</p> <p>Are the ideas and details arranged in an effective order?</p> <p>Are the connections between ideas and sentences clear?</p> <p>Do I have a good ending?</p>
Revise for Sentence Structure and Flow	<p>Are my sentences clear and complete?</p> <p>Do my sentences read smoothly?</p> <p>Is the sentence structure varied?</p> <p>Do the subjects and verbs agree?</p>
Revise for Word Choice, Spelling, and Usage	<p>Does my language fit the audience and purpose?</p> <p>Have I used the best words?</p> <p>Have I used any words too many times?</p> <p>Have I left out any words?</p> <p>Are my words spelled correctly?</p>
Proofread for Mechanics and Appearance (Punctuation and Capitalization)	<p>Did I proofread for capitalization and punctuation?</p> <p>Is it audible?</p> <p>Is my polished draft legible?</p> <p>Is the layout clear?</p>
Confer with Peers, Teacher, or Others	<p>What is the part that I like best?</p> <p>Does it say what I wanted it to say?</p> <p>Does it have a clear form?</p> <p>Does it make sense? Is it interesting?</p> <p>Does it give the intended reaction?</p> <p>Is it clear and easy to understand? Is it appropriate for my purpose and audience?</p> <p>How can it be improved?</p> <p>What could I do next?</p>
Polish, Practise, and Decide how the Work will be Shared and/or Published	<p>What does quality speaking, writing, and other forms of representing look and sound like?</p> <p>Is my presentation ready?</p> <p>In what context (situation) will my listeners, readers, or viewers engage with my text?</p> <p>How will this context affect its presentation?</p>
Share Final Product, Reflect and Consider Feedback, and Celebrate Learning	<p>What is the listeners', readers', or viewers' response?</p> <p>What worked well?</p> <p>What would I try next time?</p> <p>What lessons have I learned from this experience?</p> <p>How do I find opportunities to celebrate my achievements?</p>

(from ELA 7, Saskatchewan Curriculum)

Additional Strategies for Composing and Creating

Representing:

Discuss/Brainstorm/Web
Asking the 5Ws + H
Representing Task Sheet
Talking Drawings (Wood, 1994)
Sketch to Stretch (Harste, Short, & Burke, 1988)
Read/View/Listen, Talk, Act, Draw, Write (Cox, 1999)

Speaking:

Talking Circle
Think, Pair, Share/Square (McTighe & Lyman, 1992)
Instructional Conversations (Goldenberg, 1993)
TAPS (Total Group, Alone, Partner, and Small Group) (Gregory & Chapman, 2002)
Grouptalk (Whipple, 1975; Moffett & Wagner, 1992)

Writing:

Discuss/Brainstorm/Web
Think-Pair-Share-Write (Robb, 2006)
Asking the 5Ws and H (who, what, where, when, why, and how)
Writing Frames
RAFTS (Adler & Vendeventer, 1989)
Fast Writes (Robb, 2006)
Authors' Circle (Graves & Hansen, 1983)
Passes (Perrin, 1992)
Guided, Layered Revision (Forney, 1999)
Writing Workshop (Calkins, 1994)

(from ELA 7, Saskatchewan Curriculum)

Refer to the Saskatchewan Ministry of Education website for additional information about the strategies that learners can use for comprehending and responding and for composing and creating.

Focuses on Grade-specific Outcomes

An effective English language arts program focuses on grade-specific curricula outcomes. Student learning **outcomes** describe what students will learn in a particular discipline over a specific time frame (e.g., **Grade 10**). They specify the skills, knowledge, and attitudes that students are expected to know, understand, and be able to demonstrate.

Critical Characteristics of Outcomes and Indicators

Outcomes:

- focus on what students will learn rather than what teachers will teach
- specify the skills, strategies, abilities, and understandings students are expected to be able to demonstrate but not prescribe the activity
- are observable, assessable, and attainable
- are grade and subject-specific
- are supported by indicators that provide the breadth and depth of expectations
- are written using action-based verbs
- identify the most important understandings and abilities to be developed in the specific grade level
- guide course, unit, and lesson planning.

Indicators:

- are a representative list of what students might do to show that they know and/or are able to do in order to achieve an outcome
- represent the breadth and the depth of the outcome.

Note: Additional and/or alternative indicators may be developed but they must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

English Language Arts 18/28/38 Goals and Outcomes Overview

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

18	28	38
Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts)	Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts)	Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts)
Practise the behaviors of effective listeners.	Practise the behaviors of effective listeners.	Practise the behaviors of effective listeners.
Read and listen for personal pleasure.	Listen for personal pleasure.	Listen for personal pleasure.
Listen and summarize what was heard and draw conclusions.	Listen to understand information, identify main idea and supporting details, compare different ideas and points of view, and explain connections made between texts heard.	Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.
Read for various purposes and demonstrate comprehension of fiction, scripts, poetry, and non-fiction from various cultures and countries.	Read for various purposes and demonstrate comprehension of fiction, scripts, poetry, and non-fiction from various cultures and countries.	Read for various purposes and demonstrate comprehension of fiction, scripts, poetry, and non-fiction from various cultures and countries.
Read independently for enjoyment (at the student's individual level) and to increase fluency.	Read and demonstrate comprehension of a range of contemporary and classical age-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada) with support.	View, respond, and demonstrate comprehension of visual and multimedia age-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).
Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.	Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.	Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions
		Locate and summarize information from a variety of sources.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

18	28	38
Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity • community • social responsibility and make connections across areas of study.	Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity • community • social responsibility through personal experiences and inquiry.	Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity • community • social responsibility through personal experiences and inquiry.
Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose (e.g. dramatizations, posters, and other visuals such as displays and drawings).	Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.	Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.
Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.	Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.	Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.
Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.	Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.	Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.
		Critically analyze information which has been viewed, heard or read and apply it to real life situations.

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

18	28	38
Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences and explore possible ways to improve.	Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences and explore possible ways to improve.	Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences and explore possible ways to improve.

Outcomes and Indicators English Language Arts 18 A/B

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Outcome

Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts)

Practise the behaviors of effective listeners.

Read and listen for personal pleasure.

Read independently for enjoyment (at the student's individual level) and to increase fluency.

Indicators

- View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, newspapers, advertisements, posters), explaining the impact on viewers.
- Connect the insights of an individual or individuals in texts to personal experiences.
- Select and use task-relevant before, during and after strategies to construct meaning.

- respond correctly to questions reflecting the content.
- ask questions relative to the content.
- demonstrating the skills of a effective listener.

- can be engaged on listening or reading for a extended period of time.
- demonstrating effective strategies for listening and reading.
- requesting time for reading and /or listening

- Follow simple written multi-step instructions (e.g., how to assemble a product or play a board game) and functional and instructional messages in the environment (e.g., instructions, menus, invitations, announcements).
- Monitor for meaning and reread when meaning is not clear

Outcome

Listen and summarize what was heard and draw conclusions.

Read for various purposes and demonstrate comprehension of fiction, scripts, poetry, and non-fiction from various cultures and countries.

Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.

Indicators

- Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when listening.
- Retell, paraphrase, and explain what a speaker said (including Elders, Knowledge Keepers, and community members).
- Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.

- Select and use pertinent before, during, and after strategies to construct meaning when reading.
- Read for information in content area resources and reference materials and recognize the variety of expository text structures including compare-contrast, problem-solution, cause and effect, time sequence, and description.
- Follow multi-step written instructions and procedures in basic technical or how-to manuals (e.g., how to play a video game).
- Read and use grade four reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) for inquiry and to identify main ideas, details, opinions, and reasons.

- Communicate with others including listening to others and appropriately expressing one's views
- Cooperate with peers and resolve conflict without fighting – use age appropriate language of conflict resolution such as “I” messages
- Show awareness of other people's thoughts, feelings and/or experiences
- To think and talk about what s/he is doing and why

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Outcome

Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity • community • social responsibility and make connections across areas of study.

Indicator

- Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to learning in other areas of study.
- Use inquiry to explore a question, topic, problem, or issue that students, individually or as a group, want to know more about or want to resolve/solve:
 - Record and share personal knowledge and understanding of a topic
 - Answer inquiry questions using a variety of sources such as children’s magazines, folktales, the environment, and online resources
 - Organize and explain understandings, ideas, and information using a variety of strategies such as clustering, categorizing, and sequencing
 - Record understanding, ideas, and facts using a variety of strategies such as webbing and charting, and list the sources
 - Share and report what was learned in an easy-to-follow visual, oral, and written format
 - Assess inquiry or research experiences and skills
 - Use the language of inquiry (e.g., “We learned”).

Outcome

Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose (e.g. dramatizations, posters, and other visuals such as displays and drawings).

Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.

Indicators

- Use a variety of visuals (e.g., chart, diagram) to communicate essential information when making an oral presentation.
 - Select and use pertinent before, during, and after strategies to communicate meaning when using other forms of representing.
 - Use graphic organizers to clarify and shape understanding.
 - Express relevant opinions about experiences (e.g., an incident) through a variety of representations (e.g., multimedia presentation, role play).
 - Experiment with different ways of representing ideas and sharing them with others (e.g., drama, mime, tableau, dance, music, models, painting).
-
- Make narrative presentations that relate ideas, observations, or recollections about an event or experience, provide a context that enables the listener to imagine the circumstances of the event or experience, and provide insight into why the selected event or experience is memorable.
 - Make narrative presentations that retell a traditional First Nations and Métis narrative.
 - Deliver oral summaries that contain the main ideas and the most significant details of articles and books.
 - Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with others to share ideas and opinions, ask for support, complete tasks, and explain concerns or problems.

Outcome

Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.

Indicators

- Work through the stages of a writing process (e.g., pre-writing, drafting, revising successive versions) with support.
- Write clear, coherent sentences and paragraphs that develop a central idea.
- Write descriptions and narratives that relate observations and recollections of an event or experience and use sensory details.
- Write procedures with clear directions and explanations.

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

Outcome

Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences and explore possible ways to improve.

Indicators

- Reflect, with guidance, on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what works in a text.
- Reflect, with guidance, on own strategies (“What do I do well? How could I be better?”) and consider how to improve (“What must I do to make this better?”).
- Consider “What is important to know?” and “How can I remember this?”
- Ask self “Am I understanding?” and employ specific “fix-up” strategies (e.g., slow down; re-view, reread, listen again; get help) when something does not make sense.
- Develop criteria, with teacher support, for creating and assessing viewing, listening, speaking, reading, writing, and other representing experiences.
- Apply criteria to judge the quality of their viewing, listening, reading, representing, speaking, and writing.

Outcomes and Indicators English Language Arts 28

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Outcome

Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts)

Practise the behaviors of effective listeners.

Listen for personal pleasure.

Indicators

- View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, newspapers, advertisements, posters), explaining the impact on viewers.
- Describe and build upon connections between previous experiences, prior knowledge, and a variety of texts.
- Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in a variety of texts including First Nations and Métis texts.

- respond correctly to questions reflecting the content and make connections to their lives.
- ask questions relative to the content and relative to their lives.
- demonstrating the skills of a effective listener.

- can be engaged on listening or reading for a extended period of time.
- demonstrating effective strategies for listening and reading.
- requesting particular content (short stories/ poems/ plays/ novels) and time for reading and /or listening.

Outcome

Listen to understand information, identify main idea and supporting details, compare different ideas and points of view, and explain connections made between texts heard.

Read for various purposes and demonstrate comprehension of fiction, scripts, poetry, and non-fiction from various cultures and countries.

Indicators

- Select and use pertinent before, during, and after strategies to construct meaning when listening.
 - Summarize and paraphrase major ideas presented in spoken messages.
 - Draw conclusions supported by ideas presented.
 - Listen to a short presentation.
 - Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.
-
- Select and use pertinent before, during, and after strategies to construct meaning when reading.
 - Read for information in content area resources and reference materials and recognize the variety of expository text structures including compare-contrast, problem-solution, cause and effect, time sequence, and description.
 - Follow multi-step written instructions and procedures in basic technical or how-to manuals (e.g., how to play a video game).
 - Read and use grade four reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) for inquiry and to identify main ideas, details, opinions, and reasons.
 - Read texts at individual level silently and orally (with fluency, accuracy, pacing, intonation, and expression), adjusting reading rates

Outcome

Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.

Read and demonstrate comprehension of a range of contemporary and classical age-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada) with support.

Indicators

- Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when listening.
 - Evaluate the content of a variety of oral communications and ask questions to seek information not already discussed.
 - Listen purposefully to instructions and procedures and decide the best way to carry them out.
 - Communicate with others including listening to others and appropriately expressing one's views
 - Cooperate with peers and resolve conflict without fighting – use age appropriate language of conflict resolution such as “I” messages
 - Cooperate with peers and helps others avoid and settle conflicts
 - Demonstrate communication skills by listening carefully to others and using appropriate language to accurately express one's ideas and opinions
-
- Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information and ideas accessible and usable with support.
 - Distinguish among facts, supported inferences, and opinions in informational texts with support.
 - Read age-appropriate texts silently for extended periods of time; read orally to increase fluency, accuracy, pacing, intonation, and expression; adjust reading rate to purpose and text demands.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Outcome

Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity • community • social responsibility through personal experiences and inquiry.

Indicator

- Create spoken, written, and other representations that include:
 - a specific message
 - a coherent organization of ideas
 - ideas and information which are clear and complete
 - appropriate use of language and conventions.
- Use inquiry to explore authentic problems, questions, and issues associated with identity, community, and social responsibility including:
 - asking general and specific inquiry questions on topics using predetermined categories
 - selecting and using a plan for gathering ideas and information
 - using a variety of tools (including indices, maps, atlases, charts, electronic sources) and resources to access ideas and information
 - organizing ideas and information in logical sequences with support
 - sharing findings and conclusions in a clear visual, oral, and written format
 - using the language of inquiry (e.g., “I want to know if”, “I wonder about”).

Outcome

Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.

Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.

Indicators

- Use a variety of visuals (e.g., chart, diagram) to communicate essential information when making an oral presentation.
 - Use visual aids (e.g., pictograms, graphs, charts, tables, diagrams, maps, illustrations, movement) to enhance spoken or written products.
 - Select and use pertinent before, during, and after strategies to communicate meaning when using other forms of representing.
 - Express relevant opinions about experiences (e.g., an incident) through a variety of representations (e.g., multimedia presentation, role play).
 - Experiment with different ways of representing ideas and sharing them with others (e.g., drama, mime, tableau, dance, music, models, painting).
-
- Make narrative presentations that retell a traditional First Nations and Métis narrative.
 - Make informational presentations that frame a key question, include facts and details that help listeners to focus, and incorporate more than one source of information (e.g., interviews, books, newspaper articles, and television or radio reports).
 - Deliver oral summaries that contain the main ideas and the most significant details of articles and books.
 - Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with others to share ideas and opinions, ask for support, complete tasks, and explain concerns or problems.

Outcome

Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.

Indicators

- Work through the stages of a writing process (e.g., pre-writing, drafting, revising successive versions) with support.
- Write clear, coherent sentences and paragraphs that develop a central idea.
- Write descriptions and narratives (3-5 paragraphs) that relate observations and recollections of an event or experience and use sensory details.
- Write information reports (3-5 paragraphs) that focus on a central question about an issue or situation, include facts and details, and draw from more than one source of information (e.g., speakers, books, newspapers, other sources).

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

Outcome

Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences and explore possible ways to improve.

Indicators

- Reflect on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what worked in a text.
- Ask questions such as “What do I already know? What can I already do? What strategies have I learned? What do I need to remember? What goals do I need to set for myself?”
- Reflect on own strategies for viewing, listening, reading, representing, speaking, and writing and set goals to improve the strategies used.

Outcomes and Indicators English Language Arts 38 A/B

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Outcome

Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts)

Practise the behaviors of effective listeners.

Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

Indicators

- View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, newspapers, advertisements, posters), explaining the impact on viewers.
- Discuss own and others' understanding of various community and cultural traditions in various times and places as portrayed in a variety of visual, multimedia, oral, and print texts.
- Compare individuals and situations portrayed in various texts (including First Nations and Métis resources) to those encountered in real life.

- respond correctly to questions reflecting the content and make connections to their lives and the world.
- ask questions relative to the content and relative to their lives and the world.
- demonstrating the skills of a effective listener

- Restate and follow multi-step instructions and show that they have been understood by completing a task.
- Generate questions to clarify incomplete or unclear material heard.
- Identify speaker's viewpoint and purpose.
- State own opinion on the topic a speaker has presented.
- Distinguish between verifiable fact and opinion and analyze the message and presentation for evidence.

Outcome

Listen for personal pleasure.

Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions

Locate and summarize information from a variety of sources.

Indicators

- can be engaged on listening or reading for an extended period of time.
 - demonstrating effective strategies for listening and reading.
 - requesting particular content (short stories/ poems/ plays/ novels) and time for reading and /or listening.
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- Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when listening.
 - Interpret a speaker's verbal and non-verbal messages, purposes, and perspectives including First Nations and Métis Elders and Knowledge Keepers.
 - Listen to differentiate between fact and opinion, to analyze the message and presentation, and to draw conclusions
 - Listen purposefully to a range of texts from a variety of cultural traditions including First Nations and Métis and identify and summarize main ideas, supporting details, and opinions heard.
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- Read for a variety of purposes including to gather information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.
 - Read and comprehend a range of contemporary and traditional texts appropriate to interests and learning needs.
 - Determine whether fact or opinion is being presented.
 - Read orally and silently appropriate texts to increase fluency and expression.

Outcome

Read for various purposes and demonstrate comprehension of fiction, scripts, poetry, and non-fiction from various cultures and countries.

View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

Indicators

- Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when reading.
- Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information and ideas accessible and usable.
- Distinguish among facts, supported inferences, and opinions in informational texts.
- Read and use appropriate informational and reference texts for own level (e.g., dictionary, encyclopedia, how-to, explanations, biography) to identify main ideas, details, opinions, and reasons.
- Read grade-appropriate texts silently for extended periods of time; read orally to increase fluency, accuracy, pacing, intonation, and expression; adjust reading rate to purpose and text demands.

- Display active viewing behaviours including preparing to view; considering what is known and needs to be known about a topic; showing interest in what is said; anticipating and predicting the speaker's message and meaning; identifying ideas expressed as true or false, real or imaginary; seeking additional information from other sources as needed.
- View for a variety of purposes including to understand and gather information, to form an opinion, and to enjoy and appreciate.
- Evaluate what was seen including message, elements (including shape, angles, and physical movement), techniques, and overall effect.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Outcome

Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity • community • social responsibility through personal experiences and inquiry.

Indicator

- Create spoken, written, and other representations that include:
 - a clear and specific message
 - a logical and coherent organization of ideas
 - a competent use of language and conventions.
- Use inquiry to explore a problem, question, or issue related to a topic being studied in English language arts or a topic of personal interest including:
 - summarizing personal knowledge and understanding of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group or individual inquiry or research with support
 - gathering and recording ideas and information using a plan
 - determining the usefulness of ideas and information for inquiry or research purpose and focus using pre-established criteria
 - using a variety of tools to access ideas and information
 - organizing ideas and information into categories (e.g., what, where, when, how, so what)
 - explaining findings from inquiry or research on a topic, question, problem, or issue in an appropriate visual, oral, and written format.

Outcome

Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.

Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.

Indicators

- With support, consider which form (e.g. drama, drawings, dance, diagrams, music, three-dimensional objects, posters, cartoons, maps, graphs, photographs, pictures, charts, and videos) is most appropriate for various tasks and identified purposes.
- Integrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.
- Present information clearly and appropriately for each medium and recognize that the conventions of language and the medium are designed to help the audience understand what is said or presented.

- Deliver a narrative from a First Nations and Métis tradition that follows the teaching of the oral tradition.
- Deliver oral responses to literary and other texts (including First Nations and Métis texts) or presentations that include both personal responses and textual evidence or examples from the work to support insights and conclusions.
- Participate in a variety of oral presentations including dramatization (role play), discussion circles, introducing a visitor to the class or school, and giving directions.
- Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.

Outcome

Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.

Critically analyze information which has been viewed, heard or read and apply it to real life situations.

Indicators

- Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when writing.
- Write clear, coherent sentences and paragraphs that develop a central idea.
- Write expository reports that explore key ideas, issues, or events in response to questions that direct an investigation, establish a controlling idea or topic sentence, and develop the topic with simple facts, details, examples, and explanations with support.
- Use various note-making strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing.
- Demonstrates characteristics of critical thinkers.
 - Has a questioning attitude
 - Is aware of limitations
 - is aware of personal values and beliefs in the experience
 - Is able to examine all aspects of the experience (assumptions, current knowledge, interpretation of the experience, how it relates to past experiences)
 - Integrates new and current knowledge to creatively explore new ways of doing things
 - Organizes and plans work according to personal and course expectations
 - Talks to others to exchange ideas as a team member
 - Is focused on continuous improvement through self-directed learning and negotiating learning opportunities

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

Outcome

Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences and explore possible ways to improve.

Indicators

- Consider the types of strategies to utilize and whether or not they will or do work for the task at hand.
- Determine what strategies are best for the task and what strategies will work best for self.
- Identify strengths in viewing, listening, reading, representing, speaking, and writing and set goals to enhance the development and improvement of the skills and strategies in each.
- Ask “What strategies did I use? What goals do I need to set for what I am trying to accomplish? How will I know if I have met my goals? What else could I do?” and develop a plan for improvement.

Resources

Further resources may also be selected from Saskatchewan curriculum.

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